

SOUTH CAROLINA ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

THE SCIENCE OF MENTAL ILLNESS		
South Carolina Science Academic Standards – Grades 6 - 8		
Lesson	Standard	Indicator
1, 2	6-1.2	Differentiate between observation and inference during the analysis and interpretation of data.
4	7-1.6	Critique a conclusion drawn from a scientific investigation.
3	7-2.7	Distinguish between inherited traits and those acquired from environmental factors.
4	7-3.3	Summarize the relationships of the major body systems (including the circulatory, respiratory, digestive, excretory, nervous, muscular, and skeletal systems).
2, 3, 4	7-3.4	Explain the effects of disease on the major organs and body systems (including infectious diseases such as colds and flu, AIDS, and athlete's foot and noninfectious diseases such as diabetes, Parkinson's, and skin cancer).
4	8-1.3	Construct explanations and conclusions from interpretations of data obtained during a controlled scientific investigation.
2, 3, 4	8-1.4	Generate questions for further study on the basis of prior investigations.
South Carolina Mathematics Academic Standards – Grades 6 - 8		
Number and Operations		
Lesson	Standard	Expectation
3	I.G.1	Use integers to describe real-world phenomena in order to develop meanings for integers. (6) Compare and order integers. (7)
Algebra		
3	I.B.1	Use different forms of representing information (e.g., graphical, symbolic, tabular). (7)
Data Analysis and Probability		
3	III.A.1	Make inferences and predictions based on the analysis of sample data. (7)
3	III.C.2	Formulate new areas of investigation based on the results of prior experiments. (8)

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South Carolina Language Arts Academic Standards – Grades 6 - 8		
Lesson	Standard	Indicator
2, 3, 4	6-R1.3 7-R1.3 8-R1.3	Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
2, 3, 4, 6	6-R1.4 7-R1.4 8-R1.4	Demonstrate the ability to summarize, and paraphrase texts (6); to summarize, paraphrase, analyze, and evaluate what he or she has read. (7 & 8)
All lessons	6-R1.8 7-R1.8 8-R1.8	Demonstrate the ability to draw conclusions and make inferences.
1, 2, 3, 4, 6	6-R1.12 7-R1.12 8-R1.12	Demonstrate the ability to use graphic representations such as charts, graphs, pictures, and graphic organizers as information sources and as a means of organizing information and events logically.
All lessons	6-R1.14 7-R1.14 8-R1.14	Demonstrate the ability to compare and contrast his or her findings on a particular topic after having extracted that information from two or more pieces of graphic or written material.
All lessons	6-W1.3 7-W1.3 8-W1.3	Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.
All lessons	6-W1.6.1 7-W1.6.1 8-W1.6.1	Demonstrate the ability to write multiple-paragraph compositions, friendly letters, and expressive and informational pieces.
All lessons	6-W2.1 7-W2.1 8-W2.1	Demonstrate the ability to use writing to explain and inform.
All lessons	6-W2.2 7-W2.2 8-W2.2	Demonstrate the ability to use writing to learn, entertain, and describe.

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1, 2, 3, 4	6-W3.1 7-W3.1 8-W3.1	Demonstrate the ability to respond to texts both orally and in writing.
1, 2, 3, 4, 6	6-W3.3 7-W3.3 8-W3.3	Demonstrate the ability to use texts to make connections and to support ideas in his or her own writing.
All lessons	6-W4.1 7-W4.1 8-W4.1	Demonstrate the ability to write legibly using print or cursive handwriting.
All lessons	6-C1.18 7-C1.17 8-C1.15	Begin/Continue/Demonstrate using critical analysis to formulate appropriate oral responses.
All lessons	6-C2.1 7-C2.1 8-C2.1	Demonstrate the ability to listen for meaning in conversations and discussions.
All lessons	6-C2.2 7-C2.2 8-C2.2	Demonstrate the ability to summarize conversations and discussions.
1, 3, 4, 5	6-C2.3 7-C2.3 8-C2.3	Demonstrate the ability to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has heard.
2, 5	6-C2.5 7-C2.5 8-C2.5	Demonstrate the ability to listen to record information as a member of a group.
1, 2, 4, 5	6-C3.2 7-C3.2 8-C3.2	Demonstrate the ability to summarize information that he or she receives from nonprint sources.
1, 2, 4, 5	6-C3.4 7-C3.4 8-C3.4	Demonstrate the ability to make predictions, to distinguish between fact and opinion, to compare and contrast information and ideas, and to make inferences with regard to what he or she has viewed.

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1, 2, 4, 5	6-C3.11 7-C3.11 8-C3.11	Demonstrate the ability to make connections between nonprint sources and his or her prior knowledge, other sources, and the world.
2	6-RS1.1 7-RS1.1 8-RS1.1	Demonstrate the ability to ask questions to guide his or her research inquiry.
2, 3, 4, 5	6-RS1.2 7-RS1.2 8-RS1.2	Begin/Continue/Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.
South Carolina Health Lifetime Wellness Standards – Grade 8		
Lesson	Standard	Indicator
2, 3, 4, 5, 6	I.1.a	Describe how lifestyle behaviors, environment, genetics, and medical care influence health.
2, 3, 4, 5, 6	I.1.b	Explain how disease processes affect body systems.
3, 4, 6	I.1.c	Compare and contrast strategies for reducing the risks of communicable and chronic diseases.
2, 3, 4, 6	I.2.a	Analyze the validity of health information, products, and services.
2, 3, 4, 6	I.3.b	Demonstrate strategies for detection and treatment of common health problems and communicable and chronic diseases.
2, 3, 5, 6	I.4.a	Analyze the influence of peers, family, and mass media on health behaviors.
3, 4, 5, 6	I.4.c	Analyze the influence of technology and the environment on personal health.
2, 3, 4, 5, 6	I.6.a	Predict how decisions regarding health behaviors have consequences for the self, for others, and for the environment.
6	I.7.a	Demonstrate the ability to influence and support others in promoting a healthy environment.
2, 3, 4, 5, 6	I.7.b	Demonstrate the ability to use a variety of methods to disseminate valid health information.
2, 3, 4, 5	III.1.a	Describe the interrelationships among mental, emotional, social, and physical health during adolescence.
2, 3, 4, 5	III.1.b	Recognize the symptoms of depression and other mental illnesses.
2, 3, 4, 5, 6	III.1.c	Describe characteristics of mentally healthy adolescents.
4, 5, 6	III.2.c	Demonstrate the ability to locate appropriate services for mental health issues.
4, 5, 6	III.4.b	Explain how information from and perceptions of peers influence mental and emotional health.

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All lessons	III.5.b	Demonstrate effective interpersonal communication skills.
2, 3, 4, 5	III.6.a	Use an age-appropriate decision-making process with positive mental health issues and problems, both individually and collaboratively.
2, 3, 4, 5	III.6.b	Analyze how individual, family, and community values influence health-related decisions.
3	III.6.c	Demonstrate the ability to assess one's personal strengths, needs, and health risks.
3, 4, 5, 6	III.7.a	Demonstrate the ability to influence and support others in making positive health choices.
3, 4, 5, 6	III.7.b	Apply strategies for working cooperatively in support of mentally healthy individuals, families, or schools.
3, 4, 5, 6	III.7.c	Apply various methods to accurately promote information, ideas, and opinions about mental health issues.
3, 5, 6	IV.1.a	Explain the relationship between positive health behaviors and the prevention of injury and premature death.